

**Report of the
Accreditation Visiting Team**

**Cyprus High School
8623 West 3000 South
Magna, Utah 84044-1209**

April 13-14, 2005



Utah State Office of Education
250 East 500 South
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Cyprus High School
8623 West 3000 South
Magna, Utah 84044-1209**

April 13-14, 2005

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 13-14, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Cyprus High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Mark Manning is also commended.

The staff and administration are congratulated for their desire for excellence at Cyprus High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Cyprus High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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CYPRUS HIGH SCHOOL
ADMINISTRATION AND STAFF

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Mary Basso Assistant Principal
Mark Grant..... Assistant Principal

Counseling

Jerry Corbett..... Department Chair/Counselor M-Q and ELL
Elizabeth Derrick Counselor A-E
Rhonda Stohl..... Career Center Director
Larae Thomas..... Counselor F-L
Jane Townsend..... Counselor R-Z

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Stuart Brooks	Arv Levy	Chalyce Stevens
Leonard Carter	Doug Lind	Ember Storrs
Kellie Chamberlain	Jay McAllister	Albert (Sonny) Sudbury
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Carole Streeter
Madeline Ward
Susan White
Kristen Wilson
Cammie Wood
Lori Yates
Bonnie Zeluff

CYPRUS HIGH SCHOOL

MISSION STATEMENT

Our mission at Cyprus High School is to create an environment where teachers educate, students demonstrate, parents motivate, and all participate to achieve lifelong learning.

BELIEF STATEMENTS

- All students can learn.
- Learning (education) is a shared responsibility between students, parents and teachers.
- Students should participate in educational activities which promote physical, social, creative, intellectual and cultural growth.
- Students must learn to be responsible citizens in our community and have opportunities for community service and leadership.
- In today's world, students must be literate in current technology.
- Students, parents, and teachers must treat each other with mutual respect.
- Students become lifelong learners through cooperative learning, social interaction, communication and critical thinking.

MEMBERS OF THE VISITING TEAM

Gloria Merrill, Murray School District, Visiting Team Chairperson

Belva Helms, Murray High School, Murray School District

Sharon Jensen, Valley High School, Jordan School District

Georgia Loutensock, Utah State Office of Education

Kathy McDaniel, American Fork Junior High School, Alpine School District

Todd Quarnberg, Jordan Applied Technology Center, Jordan School District

VISITING TEAM REPORT

CYPRUS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Cyprus High School was established in 1918 in Magna, Utah to provide education to the children of Kennecott Copper employees in grades seven through ten. Cyprus gradually extended to grade 12 and graduated its first class of five students in 1921.

The school itself has undergone many changes over the years. In 1975 a state of the art auditorium was added; in the early 1980s the main classroom building was almost entirely rebuilt on the original site. In 1984 Cyprus students occupied a new and more modern three-story facility. In 1997 the last remaining part of the old Cyprus High was reconstructed to include a pool, new classrooms, a weight room, a wrestling facility, and coaches' offices.

Cyprus High School's enrollment has fluctuated over the years to as many as 1,900 students. Since the opening of Hunter High School and the resulting boundary changes, Cyprus has consistently maintained enrollments of around 1,400 students. Cyprus High students compete successfully in high school sports, academics, and the arts. Cyprus High School has a tradition of outstanding performing groups, and these groups are supported by their community.

While enrollment has remained fairly constant, in the past few years the ethnic population has grown from 10 percent in 2001 to 18 percent in 2004. There has also been a steady increase in the number of students who receive free and reduced-price lunch—from 24 percent in 2000 to 44 percent in February 2005. Cyprus High has a high mobility rate of nearly 49 percent per year.

In the last five years Cyprus High School has embarked on the road of high school reform. As explained in the school's self-study, "The goal and desire was to provide a comprehensive academic environment that would address the needs of a changing and diverse population." After research into the subject, Cyprus High began a partnership with Urban Learning Communities. Two "small schools" have grown out of this partnership—the School of Technology and the School of Health Careers. A third academy, English Language Learning Academy (ELLA), was established to assist students who come to Cyprus from a non-English speaking background.

a) *What significant findings were revealed by the school's analysis of its profile?*

The administration and faculty members have reviewed CRT and AP data for several years. The school administration and the data team began collecting and

analyzing additional data for the school profile in the fall of 2004. A significant effort was made to collect relevant data to help guide the school improvement process. The school data team examined ACT, CRT, UBSCT, and AP testing data for three or more years. Based on this data, the students at Cyprus High School have scored below state and district levels in many test areas. Department achievement data was not included in the profile.

The parents, students, and staff completed surveys and the results were reported in the school profile. Lack of student respect for other students was an area for concern for all stakeholders. The faculty members were concerned about the lack of student motivation, as well as lack of parent involvement in their students' education. Parents would like to see more effective and regular communication between the school and the home.

b) What modifications to the school profile should the school consider for the future?

The Visiting Team encourages the school to continue its effort to systemically collect and analyze pertinent student data to recognize who is learning and who is not learning. The school should begin to disaggregate the data by subgroup (i.e., gender, ethnic minority, socioeconomic status, special education, etc.).

The profile could include information such as how many girls, ethnic minority, or fee-waiver students are taking advanced math courses, passing AP tests, enrolling in concurrent courses, etc. The school may also discover a relationship between student attendance and achievement. This information could be used to help guide future decisions about student education at Cyprus.

It is suggested that the school work with the district in designing an effective data management system so that pertinent data can be utilized by different stakeholders within the school community.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that the school expand the collection of data related to who is learning and who is not learning. Data should be disaggregated by subgroup (i.e., gender, ethnic minority, socioeconomic status, etc). This information will help the school identify specific achievement gaps that could be addressed in the action plan.
- A method of collecting data to measure student improvement for the school-wide writing rubric could be developed. This may involve students, teachers, and departments collecting and analyzing data. Pre- and post-testing may be considered as well.

- Individual teachers, grade level teams, and departments could begin collecting data to measure the effectiveness of their programs as well as identify students who are struggling.
- Studying best practices would help the school implement research-based curriculum design, teaching strategies, and assessment methods.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

There is clear evidence of a highly organized and energized effort by all stakeholders to improve student learning. Faculty committees were organized several years ago to begin the self-study.

As the Visiting Team interviewed faculty and staff members, parents, and students, it was apparent that some stakeholders were not involved in the process. However, the school leadership team informed the PTA and School Community Council of the self-study process and shared data with them after it had been collected and analyzed. It appears that students have not had the opportunity to study the data or give suggestions for school improvement.

The Visiting Team commends the faculty members for holding regular and extensive meetings to get to know their school. Faculty members were empowered to make decisions to improve their school.

- b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Cyprus High School has a very mature staff that works extremely well together. The school has established time to collaborate on student achievement. Because of a sincere desire to improve student learning, the self-study process accurately identified the school's strengths.

The school leadership team understands the need to identify who is not learning, and the Visiting Team is confident that they will continue to collect and analyze data to improve student learning for all students at Cyprus High School.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Cyprus High School's desired results for student learning (DRSLs) are as follows:

1. Communication and Collaboration Skills
2. Critical Thinking and Problem Solving
3. Basic Skills and Continuous Learning
4. Responsible Citizen

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school leadership team made a significant effort to involve all of the faculty members in creating a shared vision for the school. All stakeholders support the mission and belief statements of the school. The Visiting Team believes that the Urban Learning Center (ULC) groups have an intrinsic motivation to look at the entire school program and address the problems and concerns of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The administration and faculty identified a strong set of beliefs that are broad in scope and encompass the needs of many students. However, the Visiting Team believes there is a population of underserved students that has not been identified. These students need assistance to meet their full potential at Cyprus, as well as to become prepared for post-high school life. To meet the needs of all students will take continued leadership, time, and collaboration.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The desired results for student learning (DRSLs) are based on the school's priority to improve student learning. The mission and beliefs are posted in every classroom, and students understand the goals of the school. All of the stakeholders have the motivation to assist in accomplishing the goals.

The Visiting Team would suggest that the DRSLs be consolidated by topic. The school is cautioned to begin work on one DRSL and gradually add goals that address the other DRSLs.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

When Cyprus High School adopted the ULC model for school reform, one of the committees began to study teaching and learning. Some departments are using a standards-based curriculum. The Visiting Team was very impressed with the work of the Math Department and would encourage other departments to begin curriculum alignment within the department as well as to the Utah State Core. Teachers may use different teaching strategies and student activities, but the information the student receives should be consistent from teacher to teacher. Once the curriculum becomes standardized, it is easier to identify who is learning and who is not learning.

The Math Department began the process of aligning the math curriculum with the State Core several years ago. The teachers worked collaboratively to align the math curriculum horizontally and implement standardized testing within the department. The department then reached out to the feeder junior high school and elementary schools to implement vertical alignment, as well as open conversation about best practices in teaching math. The “cone” meetings are still being held on a monthly basis. The School Community Council supported the math project by funding the Math Labs beginning in 2002.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Cyprus High School values the school improvement process, and the staff is working collaboratively to improve student learning. Some effort has been made to coordinate the curriculum across grade levels. The Visiting Team would encourage each department to begin collecting and analyzing student performance data. This information will assist teachers in modifying the curriculum to meet the needs of their students.

The English Department has constructed a writing rubric to be used in every department in the school. All stakeholders support this project. In order to track student improvement, the Visiting Team would suggest that a pre- and post-writing test be administered to each student at the beginning and ending of each year. A baseline needs to be established and progress measured from year to year.

In addition, many faculty members will need additional training, and the Visiting Team would encourage the administration to initiate training as well as inter- and intra-department conversations regarding student writing at Cyprus High School.

The Visiting Team commends the members of the ULC committees. Even though there was a complete change in administration, the faculty members kept the committees focused on the reform efforts.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

All students at Cyprus High School are invited to enroll in AP and concurrent enrollment courses. Varied and appropriate learning experiences were observed by the Visiting Team (e.g., cooperative learning, lab work, hands-on tasks, class discussions, peer review, portfolios, role play, peer tutoring, student-led discussions).

The Visiting Team would encourage all faculty members to work with all students rather than “kick out” students from their courses. Some advanced courses have very low enrollment numbers due to this practice.

The Visiting Team commends the School of Technology and the School of Health Careers for developing relevant curricula and using innovative and hands-on instruction. Students enrolled in these schools are highly motivated and have set specific goals for their future education.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The faculty is to be congratulated for volunteering to be in the peer coaching program. Through careful peer review, the quality of instruction will continue to improve. The administration and faculty members should continue to focus on core standards, vertical and horizontal alignment of curricula, developing multiple lines of assessment, and implementing research-based instructional strategies in every classroom.

There are many co-taught classes at Cyprus High School. In these classrooms a regular ed and special ed teacher work side by side to teach the Core Curriculum. Faculty members are aware that students learn in different ways and that students are not all at the same level of understanding. Departments are beginning to make changes in curriculum, assessment, and instruction to meet the needs of all students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students know their teachers care about them and want them to succeed. Cyprus High School is commended for the variety of clubs, courses, and activities offered. The remediation program after school is helping many students get the credit they need to graduate. In addition, many teachers offer before- and after-school tutoring.

The school may want to consider formal tutoring or other programs to help the at-risk students. It appears that many students fall through the cracks at Cyprus High School. The administration needs to pay particular attention to tracking and responding to students with attendance problems.

The English Language Learner Academy is commended for helping ELL students make great progress in their education at Cyprus High School. The ELLA teacher is commended for going the extra mile in helping students transition into Cyprus High School and inspiring them to set high goals for themselves.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Cyprus High School is beginning to develop a school-wide writing rubric based on six traits writing standards. The faculty has agreed to assess writing in all content areas. In addition, the Math and CTE Departments have established standards-based assessment tools. Some individual departments are working to design standards-based curricula and appropriate standardized assessments to evaluate student learning.

As Cyprus High School begins to work on its DRSLs, it is important to remember to develop assessment tools that can be used to measure the baseline as well as student progress in the future.

Cyprus students participate in all the norm-referenced tests (ACT, Iowa Basics, etc.) and statewide assessments prescribed and required in UPASS, including the Utah Basic Skills Competence Test (UBSCT).

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

A genuine effort to use the most effective assessment tools is a goal at Cyprus High. Teachers feel that development and use of some assessments may be limited because of time constraints, large class sizes, or cost. The Visiting Team

observed a variety of assessments, including traditional written quizzes and reports, performances, and oral, video, and pictorial presentations.

All faculty members could begin to use assessment as a tool for improving classroom instruction.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Teachers at Cyprus High strive to use assessments in a fair and equitable manner. Performance standards and grading criteria are shared with students in advance of the assessment and are consistently applied. Students feel that grading practices are fair.

The next step may be to consider evaluating grading practices within departments. If a student receives a B grade from a teacher, does it represent the same understanding of the core as a B grade from a different teacher?

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Students feel valued by the teachers and administrators at Cyprus High School. The administration is very supportive of programs that increase student learning. There are many programs in place at Cyprus High School that recognize student achievement in many areas. Student artwork is displayed throughout the school, and students are recognized for scholastic and athletic achievement. The Visiting Team would encourage the teachers and administration of Cyprus High School to find ways to recognize students in other areas.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The administration is relatively new to Cyprus High School, and administrators have worked hard to develop a good working relationship with all stakeholders.

The Visiting Team would recommend that the administration work closely with the SCC and the SLT to disaggregate pertinent data, and then use this information to guide the school improvement process.

The Visiting Team would suggest that the administration lead the professional development efforts and expose the faculty to best practices using the most current research.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The administration and faculty of Cyprus High School understand the need to use data from student assessments in order to improve student learning in specific academic areas. There is no evidence of a comprehensive assessment system in place at Cyprus High School.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school environment is very inviting at Cyprus High School. The faculty and administration ensure that it is a safe learning environment for the students. The custodians keep the school very clean and orderly. The administration and school officer monitor the halls during class to make sure that students are where they are supposed to be.

The Visiting Team visited with many students from many different cultures and groups, and most students reported that they feel safe at Cyprus High School. However, the parents and students expressed a concern with sexual harassment, bullying, and insensitivity to racial or ethnic fairness. The administration may want to explore these areas further.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school uses its resources to benefit the students at Cyprus High School. Innovative technology is utilized in each department. Grants are used to fund three small learning communities, math labs for struggling students, and vertical teaming. AP classes are maintained despite low enrollment in those courses. Some of the best teachers are assigned to lower-level classes to help students succeed. The Visiting Team has full confidence that the administration and faculty will use resources to help achieve the DRSLs.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership empowers and supports the faculty in its decision-making process. Most of the school community feels included and involved in the learning process of the students. It is the recommendation of the Visiting Team that the Science Department work collaboratively to meet the needs of all students.

It appeared that the PTA and SCC members did not represent a cross-section of all the students at Cyprus High School. The administration should make an effort to include the parents of ELL, ethnic minority, fee waiver, or struggling students. It is important to hear the concerns of all the stakeholders.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

There is a positive and productive relationship among the school's students, teachers, administration and support staff. The faculty members are to be commended for the level of collegiality they have fostered through the ULC committees. Additionally, community members have a very positive feeling about the school and the efforts teachers put forth on behalf of their children.

Since the school has one lunch, most departments meet daily to collaborate on curriculum, instruction, assessment, and individual student progress. The ULC committees have also had a positive impact on working relationships within the school.

The ethnic minority population has experienced steady growth in the past few years. The school needs to continue to explore ways of meeting the academic needs and social integration of this growing population. The Visiting Team recommends that the school find ways to invite these students and parents to get involved in their school.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The entire feeder area of Cyprus High is to be commended on the vertical teaming work that has been done. The benefits of this work will begin to pay huge dividends in the near future. Many feeder areas would do well to study Cyprus High's process and emulate its efforts.

The PTSA newsletter is mailed monthly to the home of every student. It is the suggestion of the Visiting Team that the newsletter and all other mass mailings begin to have a section printed in Spanish or be completely translated in Spanish for increased communication with the growing Hispanic population. In addition, a translator needs to be available to phone homes about student attendance, grades, and behavior, as well as upcoming parent/teacher conferences or other parent information nights.

The Visiting Team recommends that the school find a way to involve ethnic minority parents in the school improvement process.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Professional development programs are provided for the faculty, and the current emphasis is on completing the accreditation process and introducing writing in all content areas. Future professional development should have a clear focus linked to the achievement of the school's goals for improvement as outlined in the action plan.

The Visiting Team would encourage all staff members to take advantage of professional development opportunities available on a district or state level. The administration could lead the staff in the study of research-based instructional strategies, curriculum design, and assessment.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

A strong desire to do what is best for students is evident at Cyprus High School. The faculty supports the administration and understands the need to collaborate on school improvement.

Articulating a clear, long-range plan may help staff members focus improvement and staff development goals. By using formal as well as informal assessments to collect data, the school will be able to verify that curriculum, instruction, and assessment at Cyprus High School are improving and, thus, student learning is improving.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Cyprus High School's instruction and organization practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. The professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Cyprus High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is **not** met. Due to the A/B block schedule, the total number of students instructed by any one teacher in any one grading period exceeds numbers set by the Utah State Office of Education and/or Northwest. Seventeen (17) teachers have student loads that exceed 210.

Standard X – Activities

This standard is met. Cyprus High School supports a range of activities that supplement the basic instructional program by providing additional interests and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

The action plan aligns improvement efforts to the school's DRSLs. However, the school's action plan may be overly ambitious. The staff may want to focus on short-term goals in one DRSL area before embarking on action steps involving all of the DRSLs. The goals should be data-driven.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Cyprus High School's faculty and staff are commended for their commitment to the students, the school, and the school improvement process. All stakeholders are willing to support any program that directly benefits students and student achievement.

- b) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The school understands that the action plan will require some revision and is ready to do so. The Visiting Team is confident that Cyprus High School will regularly monitor the success of the action plan.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Cyprus High School for its positive learning environment and evidence of school pride. Cyprus High has a positive, inviting, safe climate, and students know their teachers care about them. All stakeholders are very proud of their school. The support staff is commended on its efforts to know students by name and make them feel welcome.
- The Visiting Team commends all stakeholders on the thorough self-study and their honesty in expressing the strengths and weaknesses of Cyprus High School.
- The Visiting Team commends Cyprus High School for the wide variety of courses, programs, clubs, and extracurricular activities it offers the students.
- The Visiting Team commends the Math and English Departments for leading out in the vertical and horizontal alignment of curriculum and the implementation of standardized assessment.
- The Visiting Team commends the Visual and Performing Arts Department for providing outstanding opportunities for all students and creating a culture of high expectations for all students.

Recommendations:

- The Visiting Team recommends disaggregating pertinent data to ensure that at-risk students receive the attention and interventions they need to be successful.
- The Visiting Team recommends that Cyprus High simplify the DRSLs and initiate school-wide performance-based assessments to measure student progress.
- Professional development should engage administration and faculty members in collective inquiry of best practices. The Visiting Team recommends that faculty members continue to focus on Power Standards, vertical and horizontal alignment of curricula, developing multiple lines of assessment, and implementing research-based instructional strategies.